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ABSTRACT

The paper provides classroom teachers with practical suggestions for teaching English to the bilingual child (defined for purposes of this document as children whose native language is not English and who have only limited abilities in utilizing English). Teaching strategies are discussed under three major subheadings: (1) cognitive domain, (2) affective domain, and (3) media or instructional data. Some suggestions for classroom activities for auditory training, vocabulary development, grammar, and expressive skills training are included in the discussion on developing the bilingual child's cognitive abilities. Teachers' professional competencies and personal qualities are emphasized as one of the most important factors for successful teaching of English to the bilingual child along with the consideration of the motivational factors. Techniques for improving the child's self concept are also offered, as well as a brief review of the use of instructional media and materials for teaching the bilingual child. (Author/SB)

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TEACHING ENGLISH TO THE BILINGUAL CHILD IN THE CLASSROOM

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ABSTRACT

The primary purpose of this paper is to provide classroom teachers with practical suggestions in teaching English to the bilingual child in the classroom.

Teaching strategies are discussed under three major sub-headings: 1) cognitive domain; 2) affective domain; and 3) media or instructional aids.

Some practical suggestions for classroom activities for auditory training, vocabulary development, grammar, and expressive skills training are included in the discussion of developing the bilingual child's cognitive abilities.

Teacher' professional competency and personal qualities are emphasized as one of the most improtant factors for successful teaching of English to the bilingual child along with the discussion of the motivational factors. DOs and DON'Ts for improving the child's self-concepts are also included, as well as a brief discussion on the use of the instructional media and materials for teaching the bilingual child.

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INTRODUCTION

There are more than ten million bilingual individuals in this country, including 8.2 million speaking Spanish, 1.8 million speaking Italian, 1.5 million speaking German, and 1.5 million speaking French (Blanco, 1977). The U.S. Commission on Civil Rights reported that in 1974 more than 5 million linguistic minority youngsters were enrolled in public schools(Garcia, 1976). According to the 1970 census, 32.2 million citizens of the U.S.(approximately 15 percent of the population) do not speak English as their native language(Pousada, 1979). This data indicates the reason why "bilingual education" or education of bilingual children has become a growing concern among various professionals. In the history of American education, problems and the importance of effective bilingual educational programs have been emphasized for a long time by many educators who are involved in teaching bilingual children. Recently, "bilingual education" has become a "legal madate"(Teitelbaum & Hiller, 1977).

Along with the passage of the Bilingual Education Act of 1974, the federal financial support has become a strong leading force for the effective bilingual education of the linguistic minority. As of 1977, Office of Bilingual Education was funding 356 bilingual schools, 12 teacher training programs, 5 curricular development centers, 3 bilingual assessment centers, and two family bilingual educational projects(Pousada, 1980). Moreover, "school districts with more than 25 linguistic minority students must provide special language programs in all academic areas"(Garcia, 1976, p.29). Some state laws-California and Texas, for example- mandate bilingual/bicultural education for groups of ten linguistic minority students who speak the same language(Thompson, 1980). According to a recent publication by the United States Office of Education, in fiscal year 1976, some 93 colleges and universities received $6 million to upgrade their bilingual programs. And an additional $3.3 million funded more than 850 stipends for full-time students seeking bilingual-education degrees or certification to teach any of the 20 languages including Spanish, Chinese, Filipino, Vietnamese, Portugues, Japanese, Korean, French, Italian, Indian(Choctow, Navajo, Apache),

Chamorro, Micronesian, Creole, Miccousukee, Tagolagn, Yup'ik, and Inupiag, etc. Also, according to the Commissioner's November 1976 Report to the Congress on the Bilingual Education, it was estimated that some 129,000 bilingual teachers are needed to instruct students of limited English-speaking ability in elementary and secondary grades(Glickman, 1977). At the present time, most classroom teachers in elementary and secondary grades are not prepared to teach these children who have limited English-speaking ability. For this reason, the teachers become frustrated, some times panic, and feel hopeless when they take children who have just arrived from foreign countries. Most teachers have no idea about what to do with them, how to approach them, or where to begin, because these children do not understand English and teachers do not understand the native languages of these children.

What happens to these children once they are placed in a classroom which is a strange and even a threatening palce for them? It is not very difficult to imagine. Unless they are fortunate enough to have a well qualified teacher with genuine concern for the children, most children will lose their interest in school work. Some may drop-out of school or begin to have serious behavior problems and eventually they may face a life-long failure.

The primary purpose of this paper is to provide classroom teachers with practical suggestions in teaching English to bilingual children in the classrooms. In order to make it clear for the readers of this paper, the term "bilingual children" is defined as "children whose native language is not English and who have only limited abilities in utilizing English". In other words, these children have difficulties in understanding, speaking, reading and writing English, and consequently, their academic achievements are below average when compared with standard English speaking American natives of the same chronological age.

TEACHING STRATEGIES

A great deal of information on bilingual education has been published in recent years(Alfredo, et.al, 1974; Biship, 1979; Casso, 1976; Cheyney, 1976; Ching, 1976; Cordova, 1978; Grant, 1979; Oritz, 1977; Pialorsi, 1976; Pousada, 1979; Rodriquez, 1979; Simoes, 1976; Swanson & Quigg, 1980; Sutman, 1979; Thompson, 1980; Zappert& Cruz, 1977).

Zappert & Cruz have reviewed and evaluated over 180 research studies on bilingual education for the soundness of the research designs, and the effects of bilingual education on cognitive, academic, and affective aspects of student performance. Of the findings reported here, only one percent was negative, 58 percent were positive, and 41 percent were neutral. Zappert and Cruz conclude that the research data strongly supports the use of the child's native language as a medium of instruction in U.S. schools. It has also shown that well executed research supports the positive effects of bilingual education.

Even though there is no one signle best strategy for teaching English to bilingual children, some general guidelines may be suggested. First of all, it is important for the teachers to keep in mind that each bilingual child is a unique individual with a different need, learning style, potential for learning, previous learning experience, and cultural background.

Teaching strategies will be discussed under the following three categories: 1) cognitive domain; 2) affective domain; and 3) media or instructional aids. It is assumed that a bilingual child is "normal" except for his/her language handicap.

I. Cognitive domain: When a teacher has to plan lessons for the bilingual child for the first time, the very first question that comes to mind is, "What am I going to do? What am I supposed to teach?" First of all, the bilingual child needs to learn the English language before he can learn any other subject matter. So, concentrate on teaching him/her English.

In teaching English, the lesson plan should follow the sequence of teaching understanding, speaking, reading, and writing. Also, it is important not to overload the child with too many tasks all at the same time. Set a long-term goal and several short-term goals for teaching the child. The first few lessons need to be planned for auditory training, such as listening to various sounds and discriminating sounds. Another important aspect in the cognitive domain is the "exposure to experiential-conceptual-informational background"(Ching, 1976). Without understanding the culture and/or life style of the Americans, it is very difficult for bilingual children to unnerstand certain words or their meanings. For example, if a child had never seen a microwave oven before, he would not be able to comprehend what the word means. The teacher's task for such cases may be to take him on field trips to various places and try to utilize concrete objects for teaching certain words and concepts. Other important areas to be included in the cognitive domain are vocabulary development, grammar, and expressive skills. Some practical suggestions for teaching these cognitive areas are given in the following.

a) auditory training and activities: The primary purpose of auditory training is to develop the child's sensitivity to the new speech sounds. Therefore, at the beginning stage of English learning, a good part of the lessons and a great deal of time should be devoted for developing good listening skills and good auditory discrimination ability. Auditory discrimination activities may start with natural environmental sounds and move on to letter sounds and words, etc. When a person is not familiar with certain sounds, it is more difficult to learn to perceive or imitate them accurately. Therefore, the bilingual child should be given ample time and opportunities for practices and drills on auditory discrimination and listening. Twenty different techniques for improving listening skills have been described by Cheyney(1976). A few such ideas are sampled below:

1. constructing a "sounds" scrapbook. Have the children bring used magazines from home and clip pictures of objects that make sounds to make a scrapbook. Then children make such sounds by looking at the pictures. And then, maybe the initial consonants of the names of the objects can be added on each page.

2. following teacher's verbal commands: Place a few familiar objects on the table in front of the class, and ask children in the classroom to take a certain item and give it to someone in the classroom, etc.

3. profile of classmates: Make a silhouette of each child's profile and let children describe him/her. One rule to be followed here is not to make any negative remarks about others. Only good things should be said. At any rate, by listening to the description of the profile, the bilingual child should figure out who the person is.

b) vocabulary development: After the child develops a reasonable degree of listening skills and auditory discrimination abilities, the teacher can move on to a higher level. Vocabulary development is very important for expressing one's ideas and for understanding others. The question is then, "Which vocabularies should be taught first?" There is no set of hard rules, but, according to Saville-Troike(1976), the most important words to be included in the early English lessons are the function words such as prepositions, conjunctions, auxiliaries, and interrogatives, etc. However, in my opinion, even though the function words are extremely important, it seems reasonable to begin with various content words such as nouns, pronouns, and verbs, etc., and then go on to introducing the function words. For instance, teaching the child names of his body parts and names of the things in the classroom are to be the very first lessons in attempting the child's vocabulary development. The author agrees with Saville-Troike(1976) in that the vocabulary content for language lessons should be selected for immediate need and usefulness to make learning easier and retention more likely. According to Lado(1964), a speaking vocabulary of 2,000 words is an adequate minimum for the purpose of basic communication. But for reading, a vocabulary of 7,000 words is a minimum need, and vocabularies for writing and listening should be at 3,000 to 4,000 words(Lado, 1964).

An extensive list of exercises to build vocabulary is given in Cheyney (1976, PP.62-63). Most of these exercises employ multi-sensory approaches and encourage children's verbal interaction or speech. It is an excellent idea to use daily news items for teaching new words such as rain, hurricane, blizzard, disaster, inflation, or employment, etc. One interesting game

for language practice is utilizing "the gift box" or the "mystery box" in the classroom. In a box, several gift items(pencil, pen, eraser, ruler, etc.) are palced. Each child is to pick one gift item from the box and then describe the item in terms of its name, function, color, size, etc. The "mystery box" can be used in a little different way in that a child selects one item in the box and describes how it feels while the other children in the class quess what the object is.

c) grammar: Even though some linguists suggest pattern practices and extensive aural-lingual approach as most efficient for teaching and learning a foreign language, knowledge of grammatical rules is still very useful in understanding and mastering the language. Not infrequently, I run into a bilingual person saying, "Would you come to pick you up?" meaning "Would you come to pick me up?". The logical reason for such an error is because the person has learned the sentence from listening the sentence spoken to her/him without understanding the grammatical difference between "pick me up", or "pick you up". When anonther person is saying to her, "I will come and pick you up", she took "pick you up" as an idiom. This is only one example of such errors caused by the lack of knowledge in English grammar.

As far as the content of lessons is concerned, we should introduce simple basic sentence structures, and then progress to more complex ones. Also, it seems reasonable to plan lessons concentrating on the child's difficulties or the most common errors made by children from the same cultural and linguistic background. Some of the most common errors made by the Korean-American bilingual children are the use of prepositions, the use of "yes" or "no", the use of articles(definite & indefinite), the plural forms, and the use of correct tenses(verbs), etc.(Kim, 1967). The bilingual child needs both the knowledge of grammar and practices of utilizing idioms and language patterns in English. According to Lado(1964), the pattern practice is "rapid oral drill on problem patterns with attention on something other than the problem itself"(p.105). Such pattern practices take the forms of substitution, additions, mimicry-memorization, and conversations, etc. For example, one basic sentence is given first, "Do you understand?", and then the child is supposed to substitute a certain part of the sentence, as in "Do you hear?"

or "Do you see?" etc. The word "hear" or "see" can be provided by the instructor and the child has to substitute the word "understand" with other words given.

Diller(1976) summarizes five new trends that seem important or hopeful in improving the teaching of foreign languages in the 1970's. These trends are: 1)Chomsky's theory of generative grammar has been widely accepted, and it has challenged the theoretical basis for pattern drill, mimicry, and memorization; 2) the importance of grammar in language learning is appreciated; 3) error analysis by way of contrastive analysis of the child's native language and the target language has been favorably recognized; 4)the meaningful use of oral and written language is being emphasized in a variety of methods, and eclecticism is being sort of rejected. However, in my opinion, we should not be overly concerned about what particular approach should be used and which should not, because each approach has its own rationale and merits. It is my strong belief that we should try every possible approach whenever we see it beneficial for the child. One thing seems clear to me and that is just learning a grammar does not help learning English completely. Nor does the pattern practice help without understanding basic rules and regulations.

d) expressive skills: After the child learns the sounds, develops the vocabulary, and learns the grammar, he needs to learn how to put the words together to express his ideas in English. Expressive skills include speaking and writing. Teaching writing to the bilingual child is not any different from teaching it to the English-speaking child. Therefore, teaching strategies for writing will not be discussed here.

As for speaking ability, bilingual children need a more intensive training, including a lot of practices and oral drills. Bilingual children should engage in as many oral language activities as possible in the classroom. As Ching(1976) states, during the schoolday, the teacher should be able to utilize various oral language situations as in conversation, discussion, story telling, telephoning, dramatization, reporting, giving announcements, directions, explanations, and speaking in unison. A very effective way of developing expressive skills in teaching and learning English is to use poetry. One way

is writing poems such as 'two-word poem' or 'simplified cinquain form' of writing poems, or 'Diamante/dee ah mahn tay/' etc.(Cheyney, 1976). Some examples of writing poems are as follows:

Example 1. two-word poem writing

"My father

Rather short
Very strong
Little hair
Read much
Great dad." (Cheyney, 1976, p.145)

Example 2. a simplified cinquain form of writing poems

Line 1- 1 word	(title)	"Mother
Line 2- 2 words	(description)	Weak, thin
Line 3- 3 words	(action)	Washing, baking, sleeping
Line 4- 4 words	(feeling or emotion)	Nice, proud, happy, sad
Line 5- 1 word	(another name for the title)	Lady."

(Cheyney, 1976, p. 147)

The following statement is quoted from the guidelines prepared by professional organizations for foreign language teachers, because it seems most pertinent to the points that I would like to emphasize in learning English as a second language.

"Learning a second language means learning a system of habits which must be acquired to the point of automatic production of words and their meanings. ....a little like learning to play a musical instrument. Therefore, it is important to practice and practice. Practice should be intensive in school and at home....." (Posvic, 1978, p.11)

II. Affective domain: Human beings are creatures of strong desires and feelings. No one can force other persons to do anything if they do not want to do it. Needless to say, it is more true with children and their learning. Only when the child is ready for learning and wants to learn something, can learning take place. In general, we feel motivated when we are good at doing something, and vice versa. Likewise, children are highly motivated for learning when they succeed in the classroom. How about a bilingual child who cannot even understand what the teacher is saying? How about his motivation? As a matter of fact, Cheyney(1976) quotes Junell in emphasizing

the importance of the emotional aspect for school curriculum planning: "The emotions of young children must be made the primary target of public education, and the educator who wishes to improve the human condition without full recognition of this fact is merely whistling in the dark' (p.5). Children's motivation or emotional wellbeing largely depends upon the teacher and her attitudes. When a teacher is not enthusiastic about her teaching, she will be least stimulating for the students. Besides the teacher, there are various possible factors contributing to children's motivation sucy as family background, peers, their self-concept, value system, etc. According to Vasquez(1979), it may be more reinforcing for a Hispanic boy to hear "Roberto, you did very well on your test. Your father will be proud to see it." than to hear "Roberto, you did very well on your test. I(female teacher) am very proud of you.".

Affective domain teaching strategy will be discussed under three different subheadings: a)teacher qualifications and attitudes; b) motivation for learning; and c) improving the self-concept of the child.

a) Teacher qualifications and attitudes: In relation to teacher's qualifications, there are two elements which cannot be separated in order to see the total picture of a qualified teacher. One is the teacher's professional qualities and the other one is the teacher's personal qualities. These two elements are equally important and absolutely necessary for effective teaching.

1) professional competency and/or quality: Very extensive and detailed guidelines for the preparation and certification of teachers of bilingual/ bicultural education were produced by the Center for Applied Linguistics in November of 1974. The guidelines specify various competencies for the bilingual education teachers(Casso, 1976). Among the numerous competencies that a teacher needs for the bilingual education, the following seem most basic:

a. competencies in both of the child's native language and standard English
b. competencies in teaching language arts and various approaches of teaching English to bilingual children
c. competencies in curriculum contents; level of contents, appropriateness of the contents, etc.
d. understanding of the similarities and differences between the two cultures

e. behavior management theory and technique
f. understanding of psychology of children and development
g. resourcefulness; instructional materials, ideas for teaching, children's literature, etc.

2) personal quality and attitude of the teacher: The importance of the personal quality of a teacher can never be overemphasized for successful teaching. The common characteristics of a successful teacher may include positive attitude toward work, children, genuine concern and respect for children, and a great deal of understanding and patience toward the bilingual children's delayed success or progress in the classroom. In the Appendix of his book, Cheyney(1976) lists numerous quotes from successful teachers for culturally different children in which they show a great deal of insight into successful teacher qualifications and attitudes. The following is only one of the many quotes from the book.

> "First, CARE for the child and for yourself. One can't be successful in the field of teaching without first caring.
> Second, know yourself. Don't go into a classroom and attempt to teach if you do not first know yourself, your capabilities, your strenths, your weaknesses and your prejudices. (Don't deny it. Everyone has some.)
> Third, don't be shocked at anything you see or hear. Do not pass judgement!
> Fourth, open your heart for all of the love your children have to give you. Don't be afraid to be loved and to love."
>
> (p. 182)

b) motivation for learning: Posvic(1978) quoted Professor Pei at Columbia University in saying that there are three faculties involved in language learning: 1. the ability to hear accurately and to produce the sound heard; 2. the ability of the brain to link the sounds to certain meanings; 3. motivation. Research studies also show that sttitudinal and motivational factors are as important as mental ability per se in determining success in the second language learning. Since the teacher cannot change the inherited disposition of the learner, he/she must be sure that the proper motivation is provided and that the most appropriate methods and materials are used to sustain the interest.

Children are motivated for learning when they experience successes in the classroom, and also when they are reinforced by the teacher, their parents, or peers. Whether the motivation is intrinsic or extrinsic in nature, the bilingual child should enjoy being in the classroom doing what he is doing. It is very important for the teacher to recognize what really motivates a particular child. The following discussions may appear overly simplified to some readers, but at least the basic steps should be followed at an early stage of teaching the bilingual child.

Step 1. Establish rapport between the teacher and the child: In order to establish rapport between two persons, the two persons should be able to communicate to each other. The term "communication" here does not necessarily mean verbal communication. It can mean all sorts of non-verbal communication such as a smile, a pat on the back, or even a glance. The important thing is that the child feels accepted and non-threatened, and happy, and feels understood by the teacher whom he likes.

Step 2. Informal assessment of the child's abilities by direct or indirect observation: Try to find out about the child's interests, learning style, strengths, weaknesses, behavior patterns, or personality, and his previous learning (school) experiences, etc.

Step 3. Set reasonable goals (long-term as well as short-term). Most likely the teacher will have to start working on the child's language skills and go on to other academic subject matters.

Step 4. Begin with the simplest task at or just below his functioning level and progress on to more complex ones.

Step 5. Continuous and conscienctious evaluation should follow any and every task that has been attempted to teach. Immediate feedback is a very strong reinforcer for these children.

Step 6. Reward the child when he deserves the recognition from the teacher. It is important to remember not to reinforce when he does not deserve. There are many possible reinforcers that can be used effectively with bilingual children. Social reinforcers such as a smile, a kind word, "good", and good marks seem most effective with them because most of these children's previous experiences are geared to social reinforcement rather than tokens, or tangible objects. However, for some children, inexpensive tangible objects such as a pencil, paper, eraser, or even a paper clip can be a very effective reinforcer. Another good way to reinforce a child is showing him how well he is doing by displaying his progress chart or graph. At times, a child himself can be responsible for recording his own progress under the teacher supervision.

Step 7. Share the classroom experiences with the child's parents. The teacher can help the child feel very happy and motivated by sending a brief

message to his parents once in a while just to say how well the child is working and adjusting to his new situation.

c) Improving the child's self-concept: At times, bilingual children may seem to have a negative self-concept when they do not. However, it is also true that they may develop a negative self-concept after they are placed in a classroom. At any rate, the classroom teacher can be of great importance in preventing such development or improving a child's self-concept from negative to positive. The recognition by the teacher of the child's feelings about himself is the first step toward improving the child's self-concept. Cheyney(1976) quotes Muriel Crosby on how the teacher can help children in this respect, "The teacher who looks with penetrating insight into the potential of disadvantaged children and creates a school which identifies with them, provides a climate of support, makes possible the development of a self-image which commands self-respect and respect for others "(p.29).

The following DOs and DON'Ts are only a few suggestions for improving bilingual children's self-concept.

DOs

1. Do remember that these children are extremely sensitive to the teacher's approval. Teacher's tone of voice or facial expression can deliver the teacher's messages to them in no time with almost perfect accuracy.
2. Do treat them with respect and accept their culture and language and most of all, themselves.
3. Do remember that children's emotional readiness is the prerequisite for their academic learning.
4. Do utilize the ethnic-oriented books or other materials such as stories of heroes and heroines of certain culture.(e.g. Cesar Chavez, Dr. Martin Luther King, Famous Indians, etc.). (Cheyney, 1976)

DON'Ts

1. Do not make the bilingual children feel embarrased in front of his peers by saying "Don't you know how to say that easy word?" or criticizing his mispronunciations. They may never open their mouth again in class. How about their self-concept at this moment when all they want to do is hiding behind something and never come out?
2. Do not feel guilty even if you cannot teach them math, reading, or soical studies, and so on until they can understand the language itself.

5. Do have reasonably high expectations for their learning capacity and progress. Let them know how proud you are when they can learn somethings, however insignificant it may seem to you, the teacher.

6. Do provide opportunities for them to share their own culture through class discussions, "Show and Tell" sessions, or by inviting parents and other adults with the same cultural background as guest speakers to your classroom. When these children realize that their teacher is interested in their culture or languages, they are very proud.

7. Do provide all possible help for them to master English by assigning a tutor who is willing to help and willing to be friends with them. Often, senior students with the similar background who have been through the same difficult stages can make an excellent tutor.

3. Do not hesitate to let the child know that you care about him. Don't overdo it.

4. Do not hand out any favors to these children simply because they are bilingual. Instead, treat them fairly and firmly. They need to learn how to be responsible for their behavior and for their learning. These children should be reminded of the reality and that they need to try their best for whatever they attempt to accomplish.

5. Do not take any bilingual child in your class if you do have definite prejudice against them. This is the only way that you can help these children, because with such prejudice you cannot help them anyway. After all, teachers are human beings.

III. Use of instructional materials and media: Instructional media and materials are employed in order to increase the effectiveness of instruction. Therefore, instructional media or materials are needed for every child and not just for the bilingual child. However, certain instructional media and materials are more useful for teaching bilingual children than English speaking non-disadvantaged children.

The U.S. Office of Bilingual Education established 42 centers around the country to which every school system has access: 19 materials development centers, 20 training and resource centers, and three assessment and dissemination centers. To locate the centers nearest you, you may write to the National Clearing House for Bilingual Education, 1500 Wilson Blvd., Rosslyn, Va. 22209 or call: (800) 336-4560 (Thompson, 1980).

To list a few of instructional materials or media, several names and their functions are discussed in the following.

a. A cassette tape recorder is one of the most useful and convenient media for teaching and learning English. Children's favorite storeis can be recorded by the teacher for listening activities and for comprehension of the stories, etc. Also, the child can use it for his oral drills of sounds, or words, and sentences as much as he wants without feeling threatened since he can erase the whole portion if he is not satisfied with his own performance, and re-record his exercises if he wishes to do so. A cassette tape recorder enables the child to work independently while the teacher is busy with other children in the classroom. A record player may be used for the same purpose, for listening to stories, poems, and songs that the child is not familiar with.

b. Language Master is an excellent tool for listening to the sounds of the English words and sentences.

c. The Peabody Language Development Kit can be a very valuable instructional aid for bilingual children to learn English.

d. A number of instructional materials have been published by the Developmental Learning Materials (DLM) Company. Particulary, the auditory training kits are very useful instructional materials for beginning bilingual students in developing auditory discrimination abilities and other auditory perceptual skills.

e. An adequate collention of various books (e.g. short stories, poems, basal readers, and other programmed reading materials) is a must for bilingual education.

f. Various audio-visual equipment such as 16 mm projector, slide projector, T.V.(PBS), and overhead projector are needed for presenting visual-auditory clues. Also, educational films can provide much needed information about culture and other valuable aspects of living in America.

g. Computer Assisted Instruction(CAI) and Computer Managed Instruction(CMI) are recommended by Muscat and his colleagues as valuable areas of educational technology(Muscat, et.al., 1977).

h. Tangible objects (e.g., pencils, books, eraser) and concrete instructional materials should be used for teaching certain concepts or names of things.

CONCLUSION

Teaching bilingual children is not any different from teaching English-speaking children in the broadest sense. However, teaching bilingual children is quite different from teaching the native American children in that bilingual children have a special need for learning the English language. However, more important is an understanding teacher who can accept the child, his culture, and his language. The teacher must have genuine love and respect for children and must have a background in English and the child's native language. In my opinion, however, the background in both language is not as important as the teacher's understanding attitude toward the child and her sincere caring for him/her.

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